DOCUMENT RESUME

ED 044 587 AC 008 710

TITLE	Project 22: Further Education for Graduates Including Refresher Courses. Role of the University in Refresher Courses.
INSTITUTION	Council of Europe, Strasbourg (France).
PUB DATE	65
NOTE	23p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.25
DESCRIPTORS	*College Graduates, Educational Philosophy, Obsolescence, *Professional Continuing Education, Professional Personnel, *Refresher Courses, Research, *Role Perception, Specialization, Surveys, Teaching, *Universities, Vocational Education
IDENTIFIERS	*Western Europe

ABSTRACT

A questionnaire was sent to member states of the Council for Cultural Co-operation to gather data on provision by universities of further education (updating of knowledge once acquired) and of continued education (opportunities to enlarge and broaden a professional qualification). A poor response showed that West European States have not yet realized this as a major problem. In contrast, intense efforts are being made in the Soviet Bloc; there further education is referred to as "higher qualification" and implies the improvement of practical work and labor, serving exclusively the technical efficiency of production. In France, a system of part-time schooling for high level technical competence is being developed and is being integrated intro regular higher education. In the Federal Republic of Germany, with one exception, universities and equivalent institutions are not obliged by law to take part in further and continued education but experts aspire tc an institutionalization of adult education with the universities. Industry and commerce have a real interest in it, as do professional organizations. Wherever inadequate further education could lead to a risk for members of society, universities will have to expect the creation of commissions to study and make recommendations to universities and government authorities. (EB)

ED 044587

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

Strasbourg, 15th November 1965 CCC/ESR Project 22/4
Or. Eng.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

COMMITTEE FOR HIGHER EDUCATION AND RESEARCH

Project 22: Further Education of Graduates, including refresher courses

Introductory Statement by Professor L. Froese (1)

Expert nominated by the Delegation
of the Federal Republic of Germany
on the occasion of the discussion held
at the XIIth Meeting of the Committee

Florence, 26th-27th October 1965

---

(1) Direktor des Erziehungswissenschaftlichen Seminars der Universität Marburg.

AC008710

A 94649

I.

On the draft Agenda which was sent to you before the beginning of this Conference you will find under Point 3 a heading which reads "The Role of the University in Refresher Courses". You furthermore received material dealing with this question (CCC/ESR Project 22/2 and Add. I, II, III as well as 22/3); an introduction by an expert was announced. Well, this term "expert" is certainly handled somewhat thoughtlessly today. The extensive and rapid differentiation and specialisation of modern science - which has essentially initiated the discussion of this very theme - makes it so to say inherently impossible for an ordinary university professor today, to pretend to be an expert in a special problem even within his branch of knowledge. For, he himself is no longer able to keep abreast, to acquire such a comprehensive knowledge and special information and to keep on and advance his studies so as to be prepared to meet such a question with a well-founded argumentation - an argumentation based on exact knowledge and profound judgment which, as a matter of fact, his profession requires. There is indeed a wide gap between the extent of universal knowledge and learning and the capability of the individual to acquire knowledge.

This of course is already the core of our subject. It anticipates the traditional question: "Who teaches the teachers?" thus potentially putting in question from the outset the issue at stake dealing with the role universities are to, or rather can, play in further and continued education for persons with an examination at university level. I certainly do not disclose a secret but merely state a fact which we teachers at the universities hesitate to confess, namely that specialised branches of research are increasingly leaving our universities and are established in separate institutions frequently in co-operation with the corresponding professional groupings.

The reverse of such an eruditio specialis is that an expert thus defined undoubtedly is a most oustanding expert in his highly limited field of research, but is no longer competent for his branch of knowledge as such. The problem - which, by the way, is being discussed ardently in my country at present and will be raised here - is that of unity or separation of teaching and research. In the course of my statement it will become more evident what I should like to put in abstract terms here: teaching in a certain branch of knowledge requires the unity of teaching and research, whereas expert training permits the separation of the two.

./.

This explains the motivation for the modification of our subject: what we are concerned with here is the role of the university in further and continued education.

The preparations of the topic for this meeting had been twofold: on the one hand they were carried through by a member of the staff of my Seminar, Herr von Rosen, who for years has been studying the problems of adult education (CCC/ESR Project 22/3). The subject it concentrates upon is a preliminary analysis of the present-day problems and situation of further and continued education for professions at university level, referring especially to the Federal Republic of Germany.

On the other hand there is this "oral introduction" which has to introduce you into the problem and definition of further and continued education for such professions. I am sorry to be in a situation opposite to that of an American speaker who declared that he had the unpleasant task to speak entirely unprepared - and who then took a manuscript out of his pocket and delivered a well prepared "off-the-cuff" speech. I am prepared, but yet I am forced to read from my notes what I should like to say freely to you. Nevertheless, my notes as well have a preliminary character. The reason for this is that the necessity of further and continued education is felt increasingly - even within the universities; a corresponding institutional engagement, however, only exists to a rather poor extent. What we are lacking most in my country as well as in other West European countries is the awareness of this problem. This does not only apply to my own discipline (philosophy of education or pedagogics), where only an initial approach has been made to come to grips with this problem. This applies above all to the fact - which not only my discipline is to be blamed for - that it has been neglected for centuries to enhance the development of the system of university education for all subjects and faculties, and up to now not even the first step has been taken. It should and could be the task of university pedagogy to tackle the question of further and continued education on university level, i.e. for so-called academic professions.

The short period left between the evaluation of the questionnaires and the Conference in Florence permitted as the only alternative the formulation of the problem and its definition, which now should be the subject of expert investigations and inquiries in depth.

./.

As to terminology, the following explanation may be given: the terms or rather paraphrases of further and continued education now and then turn up in literature and are also to be found in the questionnaire I just referred to. The difference, however, is nowhere clearly defined. We must consider them as categories and define them as two terms. This will help differentiate between such fundamentally different things as a block flute course for the youngsters in a village and a course for gaining the status of a music master.

The term "<u>further education</u>" has its roots in the 19th century and is derived from the well-known "<u>Fortbildungsschule</u>" (a school for further training). These schools were the forerunners of our present vocational education system. This term, also common in such countries as Switzerland or Scandinavia, has survived and was taken over by the compulsory further training system as well as our present-day system of adult education. In the Federal Republic of Germany this conception is above all implied in the so-called "further education for teachers" (Lehrerfortbildung), for which special institutions exist under this very name. My <u>Land</u> (Hesse) for instance is running an <u>Institute for further education for teachers</u> (<u>Institut für Lehrerfortbildung</u>). It is headed by a professor without a chair and is affiliated with several branches in the big towns.

This example demonstrates the essential features of our further education. Courses held are regular or non-regular, they provide lectures intended to transmit general knowledge as well as professional classes. These are aiming at raising the standard of a certain training or education so far obtained, irrespective of the question, whether the institution concerned or those enrolled will gain any kind of approbated and professional qualification. By the term <u>"further education at university level" we consequently understand such courses run by or under the auspices of a university, which are to perfect the general or special knowledge or the education in a particular subject</u>. In contrast to this the term "<u>continued education at university level" involves such classes run by or under the auspices of a university, which are to raise the special professional standard within the framework of a particular branch of knowledge</u>. Our <u>continued education system at university level</u> is divided into three typical forms of instruction including: <u>higher qualification</u>, <u>special qualification</u>, and <u>requalification</u>.

./.

II.

As to the evaluation of the questionnaire carried through by the Secretariat of the Council of Europe, the poor result is most striking. Of course I do not refer to the evaluation as such but to the underlying material. I do not mean this ironically. The poor result is alarming enough and does not require any comment. It is our task to meet this problem - which, as I suppose, was not put on the draft Agenda by mere chance - with all the seriousness and thoroughness it requires. It is a problem of prime importance and most urgent from the political point of view insofar as we are only able to run the race which is going on in education at a world wide level, if we have solved this problem; that is if we have examined the subject and found practical solutions. I shall refer to this point again, and with regard to the intense efforts made by Soviet Russia and East Germany I shall have to draw your attention to the fact, that in this area, too, we lag behind the Soviet Bloc. We may, however, certainly suppose, that the information received from the questionnaires does not cover the real facts; it sometimes leads quite obviously to misunderstandings. That it was also a hard job for the person charged with the evaluation becomes obvious by the fact that this person, more than once, had to record: "no details" or "the information given does not permit a definite reply to this question". We frequently have the impression that the authorities asked for information took a rather indifferent stand when answering - as it is often the case with such questionnaires. Nonetheless they should not be blamed too much. Undoubtedly the lack of clarity and completeness of the answers is also due to the unclear terms, and in some respect to the formulations of the questions, too. It should be the task of a team of experts to get rid of these sources of error, to improve on the results so far available by finding new sources of information, and to verify and complete them by using better empirical and statistical methods. A good therapy requires above all a reliable diagnosis.

No matter whether we adopt the American way and start from an outlook on the 21st century - as, by the way, does the leading article of the latest issue of "Education and Culture" - or whether we take the Russian example and dream of a communist Utopia, or as we used to do in my country, look forward to the year 2000 - no matter from which angle we are looking at the problem, we must always draw the conclusion that the issue at stake is a burning task waiting to be realised.

./.

The urgency of this task imposes itself all the more when taking into account how far we are lagging behind our own socio-cultural development as well as behind the hard efforts made by the communist States. The communist countries refer to this complex as "higher qualification" in connection with a decree promulgated by the Council of Ministers of the Soviet Union on 3rd June 1960. The motivation for the ensuing legal and practical measures in the individual countries is quite unequivocally laid down in a recent publication of East Germany. It is said there, that it is not the question of revealing interesting problems or elevating the standard of education, but that "qualification" rather implies the improvement of practical work and labour. It consequently serves not only primarily but exclusively the technical efficiency of production. In this connection the idea of the "vicious circle" is not only interesting in this conception; it characterises at the same time the general situation of the modern industrial society. If the knowledge and the qualification are not sufficient, and the so-called cadre, that means specialists, not able to grasp the crux of the matter, thus constantly running the risk of losing themselves in "practicism", the development of their work will fall behind, which makes it difficult or even impossible to promote the standards of education and qualification. Or vice versa: "If the cadres cannot make time available for the necessary continued education on account of insufficient working organisation, they deprive themselves of the opportunity of improving their work fundamentally and of achieving better results". (cf. R. Herber/H.Jung, Wissenschaftliche Leitung und Entwicklung der Kader, Ed. 2, Berlin 1964, p.152). In my opinion, the conclusion which may be drawn from the point of view of productional as well as educational economy is unequivocal and - despite all egotistical motivation by the State - is valid for the situation in any other industrial society as well.

Since this year 1960, co-ordinated measures have been taken in the Soviet Union as well as in other countries of the Soviet Bloc in order to advance the training of leading staff in economics and technology in short university courses. In accordance with the slogan "unity of training and continued education" ("Einheit von Ausbildung und Weiterbildung"), this system is based to a large extent on highly frequented evening and correspondence courses.

./.

It is very interesting to learn that the persons who are qualifying for the task of instructors and professors at a university are also trained for "economic and political leadership" in the society. Another recent development is the so-called requalification. In order to offset the balance of offer and demand with regard to the academic cadre, the universities are arranging requalification courses, which for instance offer an expert in administrative law the opportunity to qualify for the post of an expert in business law. To what degree university meets, or rather has to meet, the requirements of society, may be seen from the fact that the Humboldt-University in East Berlin makes a definite distinction within the various branches of the study of law, between "direct study" and "adult qualification" (cf. Personal- und Vorlesungsverzeichnis of the Year 1964/65). The column reserved for "continued education" in economics provides one supplementary course for "practical lawyers" and one for "aspirants to the Ministry of Foreign Affairs", and that for industrial economics provides one course for "graduated engineers in building" and one for "graduated economists in the electrical industry". The latter, strangely enough, are referred to as "postgraduate studies". ("postgraduales Studium"). Opinions about the special terminology are obviously still split beyond the border line.

Let us set up a comparison and let us have a look at two West European States, namely France and the Federal Republic of Germany. There are, indeed, analogous or parallel motives and aspirations, although, as may be expected, they are not homogenously determined or co-ordinated. As early as 1958 the Director General of higher education of France declared that the university should keep in close touch with life. A governmental decree of January 1959 provides: "The structure and curricula of higher education must be constantly adapted to the requirements of scientific progress and to the needs of the nation". In this connection it is interesting to analyse reorientation of the French adult education system. It concentrates at present to a great extent on satisfying the need of further information and education for those in the labour force, and this in particular as far as further and continued education in technical economy is concerned. A system of part-time schooling for high level technical competence (promotion supérieure du travail) is being developed, and is being integrated into regular higher education by means of co-operative arrangements with the universities. It is said that the number enrolled for such supplementary studies averages 20,000. Of course it is equally worth mentioning the intense and exclusive activity in advanced education of the National Conservatory of Arts and Crafts (cf. G. E. Male, Education in France, published by US-Office of Education, Washington 1963).

./.

In Germany it was the "Deutsche Ausschuss für das Erziehungs-und Bildungswesen" ("German Committee of Education and Culture") that in 1960 made a statement on this subject. It contradicts the traditional German concept of adult education and what we call "Volksbildung" (mass education), and integrates the system of vocational education into the andragogical conception. The German Committee is trying hard, even though not altogether consistently, to eliminate this so to say humanstic prejudice, and to pave the way for a more unbiased integration of this need for education. For, as a matter of fact, there has been vocational education for years within the framework of our West German system of adult education, and according to a critical judge of the situation "with a high membership, a bad pedagogical conscience and a poor moral argumentation"(cf. K. Meissner, Erwachsenenbildung in einer dynamischen Gesellschaft, Stuttgart 1964, p. 151). The verdict of the Committee permits those responsible for adult education to have this "good conscience", because it expressly propagates in alignment with the East German and East European conception such progressive measures as the integration of reorientation courses in the adult education system: "The present and above all the future alterations in production and its methods increasingly require the capability of 'reprofessionalisation'" ('Umschulung'). According to the Committee, adult education cannot refrain from this vital task, all the more - and here the argumentation differs fundamentally from the communist conception - since it helps the individual widen his horizon thus taking a personal advantage, and that any kind of "re-professionalisation" ("Um-Ausbildung") offers an opportunity to enlarge one's educational standard. But here as well the phenomenon as such is seen in its reciprocal conditional relation: "Adult education helps the individual elevate the standard of his education by reorientation, and at the same time qualify for reprofessionalisation by education." (Cf. Zur Situation und Aufgabe der deutschen Erwachsenenbildung, 4th series of "Empfehlungen und Gutachten des Deutschen Ausschusses für das Erziehungs- und Bildungswesen, Stuttgart 1960, p.30). As to the narrower sense implied in further and continued education

./.

at university level, may I refer to the information received about the Federal Republic of Germany. I should like to quote my own university as an example. The Philipps-University of Marburg is running a series of courses for further and continued education. Within the Faculty of Theology two-year courses have been performed designed for high-school teachers applying for the facultas of "religion". The Faculty of Medicine arranges a sort of refresher courses for general practitioners and specialists during lecture time as well as during vacation. These courses, naturally, do not entail an examination in the form of a certificate or diploma. The Faculty of Natural Science has initiated one-week courses in chemistry for high-school teachers. They are held on a regular basis and involve lectures as well as study groups; they are performed during vacation and have a large attendance, although they do not entail an examination. The Faculty of Law is participating through lectures and seminars in refresher courses of other institutions such as public authorities, academies, commercial and industrial organisations, trade unions and other business associations. The same applies to the Faculty of Arts, the teaching staff and seminars of which contribute in particular to the conferences and courses of the "Hessische Lehrerfortbildungswerk" (an institution for promoting the standard of teachers). They equally participate in those arranged by the Church, the so-called "freie Volksbildung" (Public institutions for mass education), trade unions and other institutions and organisations.

./.

III.

At the beginning of my statement I mentioned the poor results which were gained from the questionnaires sent to the member States of the Council for Cultural Co-operation. I think our considerations about what has been done in France and the Federal Republic of Germany cannot change this opinion, when taking into account the challenge of time and the efforts made by our rival nations. Quite obviously, these two countries as well as other west European States have become aware of the task to be fulfilled, but so far they did not realise it as a major problem. Undoubtedly a large number of serious projects is envisaged; as to my country I should like to mention the concepts for further and continued education at university level, the integration of this task into the new university regulations, and the pattern of the, as we call it, "third way of instruction" (dritter Bildungsweg) for those in the labour force, a kind of radio education - a project, by the way, of the Hessische Rundfunk (the Hessian radio station in Frankfurt), which I am engaged in. But nevertheless even such projects considerably lag behind the measures which, as meanwhile has been realised, should necessarily be taken. So the communist example should not only be a lesson for us, our attention should equally be aroused by the fact, that this comprehensive policy of education is well planned and carried through by the State, and we should realise that no time is to be wasted. We do not want to propagate the imitation of centralist methods; we want to warn, however, of believing, that our liberal mechanism of our democratic society will automatically solve the problem. In our countries, as well, further and continued education at university level must become a central task within the framework of a well planned policy of education. Even within the community of the west European States provisions made in the system of education, in educational economy and policy of education should be transferred into assets of our nations' balances.

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

Strasbourg, 14th October 1965.

CCC/ESR Project 22/3
Orig. Ger.

COMMITTEE FOR HIGHER EDUCATION AND RESEARCH

Project 22: Role of the University in Refresher Courses

- - - - -

Note presented by the German Expert

- - - - -

The present situation in the field of further and continued education* for academic professions with particular regard to the situation in the Federal Republic of Germany

---

* "Further education", term used in the present context to bring up-to-date and to develop knowledge once acquired (this would include views generally held at an earlier moment but now out-of-date and which have been replaced by new knowledge);

"Continued education", term used in the present context to describe the opportunities to enlarge and broaden a professional qualification (higher level, different orientation, or specialised field), e.g. from a primary school teacher to a secondary school teacher (higher qualification), from a general practitioner to a specialised medical doctor (specialised qualification), general economist to business manager (different qualification).

A 94 I96

AE008710

A. Preliminary Remark

As the digest of replies presented by the Secretariat of the Council of Europe shows /CCC/ESR Project 22/2/ the questionnaire concerning "the role of the university in refresher courses" has not been answered by all member countries. At the same time replies received vary greatly in their form and in their content; statements of a more general character present only a limited amount of differentiation. Nevertheless, it is possible to declare, although only in an overall sense since the questionnaire itself was not very detailed, as a result of this first and provisional enquiry that different forms of further education exist for academic professions and that the universities in a number of cases are participating in giving effect to such projects, particularly through an institutional link or by offering personnel.

Inspired by the positive results as well as by the negative results of this enquiry an attempt is made here to present briefly a few aspects of further and continued education for academic professions. It should be noted that these considerations are not based on direct empirical research and analysis. Furthermore, it has not been possible to use the results of literature relevant in this context to the extent which would have been desirable, since such literature is often not readily available. However, it may be said first of all that the replies received from different European states show that the growing comparability of living conditions and the international character of research and of academic professions, resulting from the circumstances in an age of industry and technology, lead to a situation where the problems are posed in a similar way (often owing to the work of inter-and supra-national bodies). Thus a situation arises where suggestions and ideas become of general interest even if they are formulated on the basis of a provisional analysis in one country only.

B. The present situation of research and teaching in the Universities

1. The rapid development of individual branches of knowledge (e.g. bio-chemistry, chemistry of polymers, behavioural sciences) make it necessary for the research worker or the research team to digest regularly the important material accumulated in such a field at an international level, if they wish to move beyond the

./.

mere reproduction of the state of affairs already arrived at. According to certain systems in the sole field of physiology there are some 400 to 500 printed pages per day with new research results. Since the capacity to digest of an individual brain is limited, a permanent process of specialisation and diversification comes to assert itself; correspondingly at the level of the university, new Chairs and new institutes are being created at a rate which, normally, depends upon the financial resources of a given country, of the interest taken by the public in scientific matters, as well as upon the willingness to introduce reforms in the different universities. It may be added that the limitation upon a specific sector of a given discipline intensifies knowledge in this field, and at the same time enlarges it in such a way that new specialisations and new diversifications are coming to the fore - a process practically without limitations.

2. At the same time, and closely linked herewith, such new problems and the resulting development and application of new or existing methods of research leads to the point where the borders of different disciplines are touched, an "inter-disciplinary perspective" arises; this in turn demands that, besides specialisation and differentiation, the basic knowledge be enlarged even beyond the field of a given discipline (e.g. biology - chemistry, education - psychology - sociology - educational economy - ecology). This knowledge can only be acquired by regular additional training. This is a problem which will become increasingly urgent in coming years. The development of individual branches of industry and the resulting requirements for different academic professions will contribute to answering the question as to whether the real problem is only the additional training of research workers (then the problem can be solved by the various disciplines) or whether consequences must be drawn for the whole structure of academic studies (in which case not only the research workers but all academic professionswould be concerned). The co-operation of neighbouring disciplines

./.

faculties and universities, the co-operation with ministries and various organisations in the field of economic life, the creation of national and supra-national patterns for curricula shall be necessary, to ensure that students receive not only adequate fundamental training but are offered full further training, e.g. in the form of complementary training. It may be added that a carefully differentiated establishment of basic knowledge (which would have to be regularly adapted in the light of new research results) will in turn contribute to keeping the duration of individual curricula within acceptable limits.

3. In view of this situation - accelerated growth of specialisations of the various branches of knowledge on the one hand, a limited period of study without opportunities for further and continued education on the other - the present university will only be able to offer a student, who wishes to pursue a profession outside the university, part of the knowledge and will only be able to inform him of some of the problems existing already within a given discipline. Besides the elements already mentioned the following problems contribute to creating an unsatisfactory situation:

(a) the inadequate didactical and methodological presentation of the subject matter, caused either by certain shortcomings of the individual teacher or from the lack of time and overburdening; a resulting diminution in the capacity of assimilation of the individual trainee:

(b) it will depend largely upon the capacity of assimilation and of understanding of the student, which in turn depends upon such factors as his energy, his memory, his intelligence, his physical fitness and last but not least his material condition, whether the shortcomings mentioned under (a) can be overcome. The significance of examinations, designed to test the knowledge and the comprehension of students, will diminish as the number of students /to be taken care of by an individual teacher/ increases. Furthermore the accuracy of these testing methods can be limited by insufficient pedagogical methods, resulting in a corresponding diminution of the objective value of the exercise.

./.

If one takes the sum total of these elements and if one further considers that knowledge once acquired is permanently supplanted by new knowledge acquired in the exercise of a profession, it becomes clear that the universities must create institutional forms of further and continued education for academic professions. We will return to this point later on.

C. The University and the further and continued education of graduates

With the exception of the medical school of the University of Giessen, universities and equivalent institutions in the Federal Republic of Germany are not obliged by law to take part in the further and continued education of graduates. The universities active in this domain do it on a voluntary basis. Normally individuals rather than institutions are prepared to assume a responsibility. In such circumstances it is evident that there is little system in all this and that the picture will rather represent the mutual play of "supply and demand".

Further and continued education is thus based on the following motives:

(a) idealistic;

(b) practical;

(c) financial.

Ad (a) In the present situation it will not be unfair to the individual scientist or research worker to think that this motivation is not, in view of its subjective character, by itself a sufficient basis for the establishment of institutions for further and continued education:

Ad (b) Considerations of a practical nature can lead to the conclusion that whole faculties or specialised institutes conceive the further and continued education of graduates as an autonomous task, as may be shown by the following examples:

./.

(i) the co-operation of practioners with university clinics by sending their patients to such clinics, produces a situation where the continued training of these practioners by the medical faculties and academies as institutions, becomes advisable;

(ii) the fact that the university depends upon the knowledge and attitudes which the young students should have if possible already acquired at school, as a matter of fact requires a permanent endeavour on the part of such university disciplines as are represented at school level, to take care of the further training of teachers, including the pedagogic training. Yet it is true to say that faculties of philosophy and of sciences in the Federal Republic of Germany have only made such efforts in individual cases. Therefore, this task has been taken over by institutions concentrating their effort upon the continued training of teachers (Lehrerfortbildungswerk). Some pedagogic institutes are now trying to promote the participation of university faculties in these tasks, in co-operation with the institutions referred to.

Ad (c) One of the stimuli to take an active part in further and continued training could be, notably for younger academic teachers and research workers, the fact that they would receive adequate emoluments for assuming such a task. The universities themselves have only limited means. Other institutions such as industry and even particularly the organisations dealing with adult education, have a freer hand.

At universities in the Federal Republic there are no specialised institutes having as their particular task to serve as a bridge between the university on the one hand and society on the other with a specific view to promoting the further and continued education of graduates. It would be difficult to answer the question here and now whether this sole function would suffice to create institutions of that kind. The question presents itself, however, with new force if one were to include in this perspective the new dimensions of adult education.

D. Adult Education and the continued and further teaching of graduates

Leading experts in the field of adult education in Germany aspire to-day, in referring to the situation in the United Kingdom, to an institutionalisation of adult education (pedagogy for adults) with the universities.

The following reasons are more particularly mentioned to support this view:

(a) there is still not an adequate amount of major research projects of an empirical character in this field. These projects must be carried out by persons who on the one hand have knowledge in the field of education, notably in the sector of adult education, and who on the other hand have a theoretical and practical knowledge of the methods of empirical social research. Such research, e.g. on the motivations for visiting lectures, should give indications as to the way in which the various institutions of adult education can build up their work in an efficient and realistic way:

(b) Comparative studies can contribute to achieving satisfactory results, e.g. on the situation and problems in countries like Sweden and the USSR, and e.g. also on the Soviet Zone of Germany:

(c) the pedagogical methods to be used for adults are far from being fully developed. It is an urgent task to start research in this direction and to do it in such a way as to serve the practical work in the field of adult education.

To give an example: the "Volkshochschulen" are to-day still using, in the vast majority of cases, textbooks for schools in their language training, i.e. books written for youngsters or teenagers - simply because specialised textbooks for adults prepared according to scientific criteria do not yet exist.

This and other tasks can only be tackled by persons working in research institutes. The practioner lacks the time and also the methodological prerequisites. - An analysis of the programmes of "Volkshochschulen" and the number of participants shows that different professions

./.

are interested to participate in such courses, provided the lectures offered are adequate. Certain statistical enquiries show that there is an immediate and positive relationship between a higher standard of education and the participation in lectures organised at the level of adult education. For these reasons adult educators feel it to be legitimate to deal also, as far as possible in co-operation with the universities, with the special questions of further and continued education for graduates. This tendency is re-inforced by the experience that a co-operation between the university and the institutions of adult education offers the greatest promise of an objective character in this type of educational work; that same objective character appears to be not necessarily guaranteed if the organisation is based on financially or socially powerful groups.

The urgent need for research work in the field of adult education and the increased institutional and personal co-operation between the universities and the "Volkshochschulen" explains the wish of many adult educators that central offices of information be created in university institutes (departments for education), dealing with questions of adult education. It would be the task of such offices to satisfy the demand for teachers, to promote demand by offering an adequate supply and to inform individual research workers and scientists who are active in the field of adult education. The latter factor could have positive consequences for the teaching activity at the university.

E. Industry and Commerce, professional organisations and the question of further and continued education of graduates

Industry and commerce has a real interest in the further and continued education of its members, more particularly of the leading staff, be it in the business field or be it in the research field. As a matter of fact industry and commerce promote a great number of such courses and see to it that a close contact is established with individual university institutes. An American enquiry indicates that in that country industry and commerce spends annually, for the purpose of further and continued education, a sum which approaches the amount of money spent by American universities and colleges as a whole. Other studies

./.

do not hesitate to predict that the number of leading staff in industry (even to-day there is a great majority, who have an academic training) will increase rapidly in the coming years. Since it is an open question whether the universities will be able to train a sufficient number of persons - to a large extent this is a question of school and university reform - the problem of further and continued education for graduates in industry and commerce becomes even more acute. In order to conceive practical solutions it is necessary to get a clear picture of what industry and commerce is already doing in this field.

It seems possible that industry and commerce is only interested in the further education of some of its employees. For instance, it is very likely that a certain percentage of chemists, e.g. in a big industrial chemical laboratory, is performing services which are not of a research character. On the other hand, among the "technical personnel", who are classified officially as such, there may be persons qualified for academic studies. There may be a general interest to see to it that such potential resources of qualified staff receive further or continued education. It is of interest in this context, that even before the financial side of the problem had been raised, Friedrich Edding, Professor for Educational Economy at the Institute for Educational Research in West Berlin, made a proposal to create a special fund of an insurance character, which was noted with attention. This fund should promote the continued payment of part of the salary for the period during which a person participates in further or continued education, which would permit any potentially interested person to pursue such further training on the basis of unpaid leave. This question could only be solved in co-operation with the state, industry and commerce and the trade unions, the latter being equally concerned in the question of further and continued education.

Another important standard-bearer, notably for further education, but also for continued education, is the various professional organisations. Here again a stock-taking appears necessary. It is of interest to note that some times there are two professional organisations in the same sector (e.g. psychologists in Germany): the one grouping essentially the research workers, the other the practioners. In the particular case mentioned here, the "German Society for Psychology" (grouping pyschologists in teaching and research) has specifically in its Charter provided for "active participation in the further education, on the scientific level, of psychologists - practioners".

The negative impression one might gain from the results of the enquiry based on the questionnaire (CCC/ESR Project 22/2) as far as the role of the university in the further or continued education of graduates is concerned, seems somewhat softened by facts as the one just mentioned, at least as far as the willingness of individuals to co-operate is concerned.

F. Society and the further or continued education of graduates

In rare cases there exists in the countries of Western Europe a legal obligation to offer or to take refresher courses. Normally the organisation of such further or continued education is left to the initiative of individuals, just as the participation in them. Until now no systematic survey on the situation in Eastern Europe has been made. Since in Western countries it can hardly be expected that legal measures should be taken to make such further or continued education an obligation in the formal sense, public opinion, professional associations, universities and other bodies have to consider and analyse the problems posed in this field. Wherever inadequate further education could lead to a risk for members of society (e.g. in the case of medicine) universities will increasingly have to envisage the creation of specialised commissions which would have to analyse the factual situation and to make recommendations to the governing bodies of the university as well as to governmental authorities. Another problem relevant from the angle of society as a whole, and which is of particular concern to the university, is that of women graduates returning to professional activity. Such a movement is being fostered, for instance in the case of the teaching profession, the Länder granting financial and other advantages and taking steps to publicise these advantages. A re-orientation of women graduates returning to professional life so as to qualify them for new professions, e.g. precisely the teaching profession, is also of growing significance. A solution of these problems could presumably be facilitated by establishing a clear comparative study with respect to the situation in the United States where the return to professional activity of women whose children have grown-up appears to be a very general trend. Such study should show how American society attempts to tackle these problems from the methodological, the substantive, the organisational, the legal and the financial angles.

./.

It may well be that the use of new technical facilities in industry and commerce and in administration will require the restructuration of certain academic professions. The detailed observation of such trends in co-operation with the employers organisations and the trade unions, could be of a two-fold interest for the university: on the one hand this would allow conclusions to be drawn as to the kind of further education the universities should offer; on the other hand the re-organisation of certain curricula would become necessary, and this would affect the further education of the teaching staff of the university itself.

A brief indication on the lack of teachers has already been given. Besides the attempt to find a quantitative solution to the problem, society has a real interest to place existing resources as rationally and as efficiently as possible. This interest must include measures to protect teachers from being worn out physically and intellectually at too early an age. Statistical enquiries in this direction have produced a negative picture. There is furthermore the problem that within the various categories of teachers there are very few opportunities for promotion, as compared with other professions. Here again the universities can offer a contribution to the development of society as a whole by arranging for further and continued education in a systematic way.

G. <u>The individual graduate and his further or continued training</u>

Under section B it has already been stressed that in view of the rapid development of scientific knowledge the difference between the actual state of knowledge in a discipline and the knowledge of a person active in professional life and having left university for some time, must be considered as rather great. However, this is not always true. Some of the reasons which mitigate the problem are the following:

(a) participation in existing courses for further education;

(b) the informal contact with colleagues;

(c) the interpenetration of knowledge resulting from team work;

(d) professional specialisation;

./.

(e) the use of technical instruments and the preparatory work of specialised staff (notably in industry);

(f) experience accumulated;

(g) /in certain cases/ the character of the branch of knowledge in which one has pursued university studies, or of the profession which one exercises. Thus for instance, in the field of the legal sciences, there have hardly been fundamental changes in recent years and, there is no reason to doubt that the legal practioner (judge, barrister etc.) is continuously assimilating new knowledge resulting from recent legislation or judicature, at least in certain fields.

Despite these mitigating factors the problem of further and continued education for graduates remains real for many individuals. Motivations can differ and be based for instance on the desire to have a successful career, on research mindedness, but also for example on the objective necessity to change to a new profession. As indicated above, one of the most important points in this context is adequate financial security and the possibility to dispose of the necessary time. To-day it is no longer possible to consider further and continued education as something to be done simply during leisure time.

Concluding Remark

It was tried to present some of the aspects of further and continued education of graduates and the role which the university could play in this context. This attempt was based on the example of the situation in the Federal Republic and does not claim to be complete. The picture should be made more complete on the basis of the complementary contributions presented in the light of the situation in other member countries.

If the problem should be dealt with in more detail, it would appear necessary first of all to establish a detailed and methodologically satisfactory inventory

./.

of existing opportunities in the field of further and continued education, in the different countries.(/ Since such a survey should also cover such problems as motivations playing a role in this context, it could be carried out only if the necessary means (staff and financial resources) were granted. Control analyses would furthermore be necessary in the preliminary as well as in the concluding phases of such an enterprise.

ERIC Clearinghouse
JAN 7 1971
on Adult Education